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ABSTRACT

A guide for administrators' use in determining Elementary Secondary Education Act Title I eligibility of students in their schools is divided into five sections. Section I describes four rules which must be followed in identifying Title I students, and which will be monitored during the year by consultants visiting the school. Section II suggests a step-by-step procedure for selecting Title I students in accordance with the current law and regulations. Section III lists the general criteria for Title I eligibility. Section IV provides a flowchart to simplify the process of describing how to obtain test scores for students who enter school without them. Section V provides a procedure for retesting students whose test scores are clearly much higher or lower than the student's classroom performance would indicate. In addition, appendices are provided which give directions for administering the: (1) Boehm Test of Basic Concepts; (2) Metropolitan Readiness Test; (3) California Achievement Tests (CAT) Level 1; (4) CAT Level 2; and (5) CAT Level 3. Copies of supplementary test score records are provided. (RL)

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# TESTING STUDENTS FOR TITLE I ELIGIBILITY

ESEA TITLE I

September, 1980

Approved:

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Publication No. 80.12

CONFIDENTIAL INFORMATION

The test score information provided in this document is confidential. It is provided for use by AISD professional staff only. Its unauthorized use by other persons is not permissible under current law. This packet must be returned to ORE (Adm. Bldg., Box 79) at the end of the 1980-81 school year.

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# INTRODUCTION

## Introduction

This packet was developed to provide you with a single source of information for use in determining the Title I eligibility of students in your school. The contents of the package are described below:

Section I: Legal/Fiscal Requirement

This section describes four rules which must be followed in identifying your Title I students. These are rules which TEA consultants will monitor during their visit this year.

Section II: Generalized Procedure For Selecting Students

This section suggests a step-by-step procedure for selecting Title I students which should satisfy TEA monitors.

Section III: Criteria for Title I Eligibility

The general criteria for Title I eligibility are listed in this section.

Section IV: Selecting Students Without Test Scores

Students who enter your school without test scores will come either from another AISD campus or from another district. This section describes how to obtain test scores for these students. A flowchart is provided to simplify the process.

Section V: What to do About Students With Invalid Test Scores

Sometimes a student will have test scores that are clearly much higher or lower than the student's classroom performance would indicate. This section provides a procedure for retesting those students.

## SECTION I: LEGAL/FISCAL REQUIREMENTS

Current law and regulations place certain restrictions on how students in regular Title I programs are to be selected. The most important requirements are discussed below.

1. Each student in a Title I school must be tested annually for Title I eligibility.

   This rule means that all students, even those whom you do not anticipate serving, must have a recent test score on file. For most of your students this will be met by the ITBS test results provided by the district testing program (grades 2-6) or by the Boehm and MRT to be given in September (grades K and 1). Section IV describes what to do about those students who enter your school without one of these scores.

2. The Title I Program in each school must provide services to the students with the greatest needs.

   This rule means that you must begin selecting students with the lowest test scores first. For more information about this requirement see Section II. For details about when students may and may not be skipped (passed over for students with lesser needs) talk with your Title I reading coordinator.

3. The selection of Title I students must be based on objective rather than subjective criteria (test scores rather than teacher judgement).

4. Records (test results) must be maintained at the campus level to support the selection of each student.

   Again, a test score must be available for each child in the school. The printouts provided by ORE will suffice for most students. Copies of a Supplementary Test Score Record are provided with this packet for recording scores for all other students; i.e., scores taken from the enclosed microfiche or scores from tests given at the school.

   Also, the AISD Title I Reading Guide says that the test scores used to select each student should be recorded in the folder the Title I teacher keeps for that student.

## SECTION II: GENERALIZED PROCEDURE FOR SELECTING STUDENTS

The steps below describe a procedure for identifying your Title I students which should satisfy the TEA monitors who will be visiting the District sometime during the year.

Step 1. Decide approximately how many students you are going to serve at each grade. The total should equal your school's participant number listed in the 1980-81 Title I application.

Step 2. Using the printout of students expected to be in grades 2-6 in your school this year, start at the top of the list and count down until you reach either the participant number you selected for that grade or the eligibility criterion. Do not identify students scoring above the eligibility criteria given in the next section. If your school has a migrant teacher for students above the pre-K level, do not count those students marked as migrant. They should be served by the migrant teacher.

Step 3. Readjust your participant number at each grade (where possible) so that percentile scores of the highest scoring Title I students at each grade are about equal, and so that the full participant number is being served. Remember to make an estimate of the number of students you will serve at grades K and 1 and leave room for them. These students will have to be identified after the Boehm and MRT have been given in September.

Step 4. Make adjustments after school has started. Some students who are expected to attend your school will not show up; others will come in their places. As new students arrive, assign them to a Title I waiting list ranked by their reading test scores. This document contains a microfiche which gives the ITBS scores for each student tested in April, 1980. This can be used to find scores for students who come from other AISD schools. Students from outside the District who do not have a reading total percentile score must be tested. Section IV describes how to test those students.

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As room in the Title I program becomes available, move students from the waiting list to Title I service based on their test scores, lowest scoring first.

Step 5. When kindergarten and first grade students have been given the Boehm and MRT respectively, make a list of students and their scores before sending the results to ORE. Choose students at these grades in the same way as the other grades, lowest scoring first.

Following a procedure such as the above will ensure that your school serves the students with the greatest needs in accordance with the current law and regulations.

## SECTION III: CRITERIA FOR TITLE I ELIGIBILITY

All students in Title I schools must be tested annually for Title I eligibility. The criteria which students must meet at each grade level to qualify for Title I service are listed below. All criteria are the equivalent of the 40th percentile. However, they are not all expressed as percentiles for various reasons. For example, reading total percentiles do not currently exist for grades 1 and 2 on the ITBS.

Two groups of students are exempted from taking the tests and are automatically eligible for Title I service.

1. *Students who spend one hour or more each day in special education need not be tested.*

2. *Students who enter AISD without having attended (for a year) a school where English was taught, may be exempted from meeting the criteria if they have PAL English scores below 85.*

The criteria which all other students must meet are listed below.

Kindergarten

Students must have a total score of 30 or below on the Boehm Test of Basic Concepts. However, any students tested in Spanish (i.e., they have PAL English scores below 85) are also eligible, regardless of their Boehm scores.

The above criterion is for students entering in September. See Section IV for students entering at other times.

First Grade

Students with MRT Pre-Reading Composite raw scores of 47 or below are eligible for Title I service.

As above, the criterion applies for those students tested in September. For students entering at later dates see Section IV.

Second Grade

Students must have ITBS Reading Total grade equivalent scores three months below grade level to be served by Title I. April, 1980, scores must be 1.5 or below.

Third Grade

Students must have ITBS Reading Total grade equivalent scores three months below grade level to be served by Title I. April, 1980, scores must be 2.5 or below.

Grades 4-6

Students in these grades with ITBS Reading Total percentile scores at or below the 40th percentile should be served by Title I.

## SECTION IV: SELECTING STUDENTS WITHOUT TEST SCORES

Students who enter your school after August 27th will be in one of two groups:

a. students who attended another AISD school last year but are not listed on your printouts as having a test score, or
b. students from outside AISD.

Procedures for obtaining scores for these students are described below. The flowchart which follows should be useful in determining what to do.

A. Students From Another AISD Campus.

The two enclosed microfiche (back of this document) provide ITBS scores for all students tested in April, 1980. One fiche is for students tested in grades 1 and 2. The other is for grades 3-6.

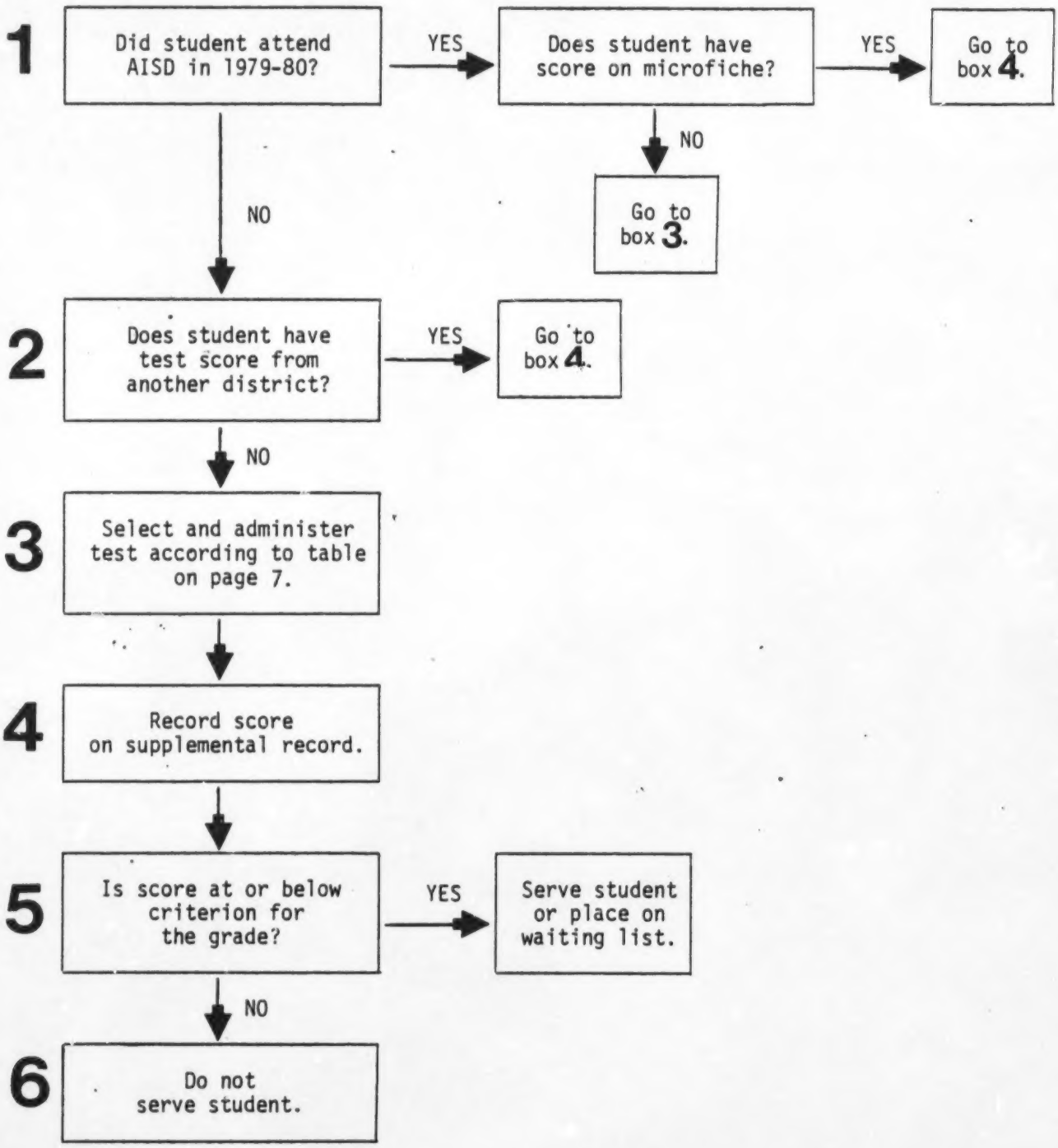
When you get such a student in grade 2-6, check the appropriate fiche for a possible test score. If a score exists, record it on the Supplementary Test Score Record. If the student does not have a score, give him or her the proper test as indicated by the Table of Tests.

B. Students From Another District.

If the student brings a comparable score, record it on the Supplementary Test Score Record and determine whether or not to serve the student. If you have questions about comparability, call David Doss at 458-1228.

If the student does not have a test score, select the proper test and level according to the Table of Tests and determine eligibility.

## C. FLOWCHART FOR SELECTING STUDENTS WITHOUT TEST SCORES



## D. Table of Tests

The table below is used to determine what test to give a student who does not have a locally administered Boehm, MRT, or ITBS score or a comparable score from another district.

To use the table, find the current month in the column on the left. Then read across until you reach the student's grade. The test at the junction of the month row and the grade column is the test to give the student. Instructions for administering the test can be found in the appropriate appendix of this document.

| Month | Grade | | | | | | |
|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 |
| September | Boehm | MRT | CAT-1 | CAT-2 | CAT-2 | CAT-3 | CAT-3 |
| October | Boehm | MRT | CAT-1 | CAT-2 | CAT-2 | CAT-3 | CAT-3 |
| November | Boehm | MRT | CAT-1 | CAT-2 | CAT-2 | CAT-3 | CAT-3 |
| December | Boehm | MRT | CAT-1 | CAT-2 | CAT-2 | CAT-3 | CAT-3 |
| January | Boehm | CAT-1 | CAT-1 | CAT-2 | CAT-2 | CAT-3 | CAT-3 |
| February | Boehm | CAT-1 | CAT-1 | CAT-2 | CAT-2 | CAT-3 | CAT-3 |
| March | Boehm | CAT-1 | CAT-1 | CAT-2 | CAT-2 | CAT-3 | CAT-3 |
| April | Boehm | CAT-1 | CAT-1 | CAT-2 | CAT-2 | CAT-3 | CAT-3 |
| May | Boehm | CAT-1 | CAT-1 | CAT-2 | CAT-2 | CAT-3 | CAT-3 |

Boehm = Boehm Test of Basic Concepts
MRT = Metropolitan Readiness Test
CAT-1 = California Achievement Test - Level 1
CAT-2 = California Achievement Test - Level 2
CAT-3 = California Achievement Test - Level 3

## SECTION V: WHAT TO DO ABOUT STUDENTS WITH INVALID TEST SCORES

Occasionally the test scores received by students differ clearly from the level of achievement they demonstrate in the classroom. Some students receive scores which greatly overestimate their achievement levels; others receive scores which are clearly too low. Clearly inaccurate test results present problems in the identification of Title I students since:

a. students who do not need the program are served, and

b. students who do need the program are denied services.

A procedure for retesting students has been developed to meet this problem. Copies of a form entitled "Retesting Students for Title I Eligibility" are enclosed. A copy is also found on the following page. The form is self-explanatory. Section IV of this packet describes how to select the appropriate test for each student.

It should be emphasized that the retesting should be done only in those cases when the test scores are clearly discrepant from classroom performance. Also, the retesting should be done for students with scores which are clearly too low as well as for students whose scores are clearly too high.

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

# RETESTING STUDENTS FOR TITLE I ELIGIBILITY

Procedure:

1. Fill in the identifying information in Section A.
2. Does the student have a test score from the 1977-78 school year or earlier? Record those scores in Section B. Examine the scores closely. A consistent pattern of test scores above the 40th percentile make it unlikely that the student would be eligible for Title 1. Students with such patterns should be retested only when ususual circumstances are present.
3. In section C record the reason you feel the student should be tested again. For example, "Previous test scores were below the 40th percentile but current score is at the 75th percentile."
4. Test the student in accordance with the instruction provided in the Title I packets for testing students without scores.
5. Record the test results in Section D.
6. Obtain the principal's signature (Section E).
7. Send this form and the completed test or answer sheet to:

   David Doss
   Office of Research and Evaluation
   Admin. Bldg., Box 79

**A.** Identifying Information

Name: _____ ID#: _____

School: _____ Grade: _____

**B.** Previous Test Scores

| Test | Score | Year of Administration |
|---|---|---|
| | | |
| | | |
| | | |

**C.** Reasons for Retesting

_____

_____

_____

**D.** Test Results

Test: _____ Percentile Score: _____

**E.** Principal's Signature

_____
Principal

*Extra forms are available from David Doss (459-1229)*

# Appendix A: DIRECTIONS FOR ADMINISTERING THE... BOEHM TEST OF BASIC CONCEPTS

Who should be given this test?

All nonexempt kindergarten students (see Section III) without a fall, 1980, Boehm total score.

Which booklets must be given?

Both booklets 1 and 2 must be given.

What norms should be used?

| Grade | Month of Testing | Cutoff Score on Page... |
|---|---|---|
| K | Sept. - May | A-3 |

What will be done with the scores?

The total score is used to determine Title I eligibility. The enclosed Supplementary Test Score Record is a convenient place to record the scores.

**********
* *Additional testing materials can be obtained from David Doss (458-1228).* *
**********

## TEACHER CHECKLIST - Boehm Test of Basic Concept

Inventory all materials to make sure that you have enough.

- Sets of Test Booklets (each set containing Booklet #1 and Booklet #2)

  1 set for each kindergarten student
  1 set for yourself

- Test Administration Directions (in English)
- Class Record Form

Additional testing supplies can be obtained by calling David Doss at 458-1228.

NOTE: Crayons, to be used by students to mark their answers, should be provided by each teacher.

Read the rest of this checklist and your copy of the Test Administration Directions for an overview of what you will need to do.

Write the following on a copy of test Booklet #1 and test Booklet #2 for each student.

a. school name
b. teacher's name
c. sex of student (M for male, F for female)
d. student ID# (if available)

Administer tests in accordance with the Test Administration Directions.

### After Testing

Score the tests using the answer key on the Class Record Form. Record test results on the Supplementary Test Score Record for kindergarten. Determine Title I eligibility according to the cutoff scores on the next page. A student is eligible for Title I if his or her total raw score is less than or equal to the cutoff score for the date of testing.

| Month | Cutoff Scores |
|---|---|
| September | 30 |
| October | 31 |
| November | 32 |
| December | 33 |
| January | 34 |
| February | 35 |
| March | 36 |
| April | 37 |
| May | 38 |

* Students scoring at or below these scores are eligible for Title I.

# Appendix B: DIRECTIONS FOR ADMINISTERING THE... METROPOLITAN READINESS TEST

Who should be given this test?

All nonexempt first graders (see Section III) without a fall, 1980, MRT Pre-Reading Composite score.

What subtests must be given?

Tests 1-6 must be given in order to get a Pre-Reading Composite score.

What norms should be used?

| Grade | Month of Testing | Norms on Page... |
|---|---|---|
| 1 | Sept. - Dec. | 12 Part II of Teacher's Manual |

What will be done with the scores?

The Pre-Reading Composite score is used to determine Title I eligibility. The Supplemental Test Score Record is a convenient place to record the scores.

**********
* *Additional testing materials can be obtained from David* *
* *Doss (458-1228).* *
**********

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## TEACHER CHECKLIST - Metropolitan Readiness Test

Inventory all materials to make sure that you have enough.

- Practice (blue) Test Booklets
  Regular (green) Test Booklets

  1 for each student
  1 for yourself

- Teacher's Manual (Part I)
  Teacher's Manual (Part II)
  Scoring Key

- Supplemental Test Score Record

NOTE: Crayons, to be used by students to mark their answers, should be provided by each teacher.

Read the rest of this checklist and Part I of the Teacher's Manual for an overview of what you will need to do.

Do the additional preparations listed in Steps #1-7 on page 4 of Part I of the Teacher's Manual.

Administer the practice and regular tests in accordance with the instructions in Part I of the Teacher's Manual. Only Tests 1-6, Beginning Consonants through Listening, must be given. The other tests may be given, but only the Pre-Reading Composite scores is necessary for identifying Title I students.

Score all tests, using the Scoring Key provided. Use Table 4, p. 12 of Part II of the Teacher's Manual to get the Pre-Reading Composite percentile rank for each student.

Record the scores on the Supplemental Test Score Record.

Determine Title I eligibility.

# Appendix C: DIRECTIONS FOR ADMINISTERING THE... CAT LEVEL 1

## Who should be given this test?

All first graders without September, 1980 MRT scores who are tested after January 1, 1981, and all second graders without spring, 1980, average reading grade equivalent scores.

## What subtests must be given?

Reading Vocabulary and Reading Comprehension. A Reading Total score is required to determine Title I eligibility.

## What norms should be used?

| Grade | Month of Testing | Norms on Pages... |
|---|---|---|
| 1 | Jan. - May | C-5 and C-6 |
| 2 | Sept. - May | |

## What will be done with the scores?

Average reading grade equivalent scores are used to determine Title I eligibility. The enclosed Supplementary Test Score Record is a convenient place to record the scores.

**********
*Additional testing materials can be obtained from David Doss (458-1228).*
**********

## BEFORE TESTING

_____1. READ THESE INSTRUCTIONS: This memo provides an overview of what must be done.

_____2. READ THE TEST MANUAL: Reading the test manual allows you to become familiar with this particular test and helps you discover questions concerning the test procedure before the actual testing session. It is not necessary to read the entire manual, but pages 11-14, 16-28 must be closely read and thoroughly understood.

_____3. DETERMINE WHEN AND WHERE TESTS ARE TO BE ADMINISTERED: According to the manual, the administration of the Reading Section takes approximately 67 minutes.

a. 10 minutes for preliminary activities: completing identifying data on test booklets and general directions for testing.

b. 37 minutes for the Vocabulary subtest.

c. 20 minutes for the Reading Comprehension subtest.

The time and place of the testing is up to the discretion of the teacher and the principal.

_____4. PREPARE STUDENTS FOR TESTING: In preparing the students for testing, keep the following points in mind.

a. Test results are used to help school staffs in planning and evaluating programs; they are not used to determine grades.

b. Few students can correctly answer all or even most of the questions on these tests. The important thing is for each student to show the schools those questions for which the student does know the correct answer.

c. Don't overly emphasize the seriousness of taking the test, but don't belittle the test either. Teacher attitude is critical; if teachers take the tests seriously, it is more likely that students will try their best.

d. The students should answer all questions on the tests even if they are not sure of the answer. This, of course, does not mean that they should answer the test questions randomly, but they should indicate their best guess as to the answer when they are not sure.

e. Remind students to bring two no. 2 pencils.

_____5. REVIEW THE TEST MANUAL PRIOR TO ADMINISTERING THE TEST:

THE DAY OF TESTING

_____6. MATERIALS NECESSARY FOR ADMINISTRATION:

___a. Sufficient test booklets.
___b. Extra no. 2 pencils.
___c. A stop watch or other timepiece with a second hand.
___d. Scratch paper (for the Comprehension subtest).
___e. Sign for your door reading "TESTING, DO NOT DISTRUB."

_____7. COMPLETING STUDENT DATA ON TEST BOOKLETS: Supervise the students as they record the following information on the back of their test booklets:

___a. Name.
___b. Grade.
___c. Teacher's name.
___d. Test date.

_____8. ADMINISTRATION: Administer the tests following the directions on pages 17-28 of the manual. When administering the tests, remember:

a. You may repeat pretest instruction or rephrase instructions if necessary to insure that students understand what is to be done. (How to mark the booklet, etc.).

b. You may not rephrase the test questions, explain what a word in a test question means, etc. (Otherwise, the percentile scores will not correctly indicate student achievement levels).

c. Allow students exactly the time prescribed.

d. Take note during the testing periods of any abnormal student behaviors which may invalidate the student's test scores. Wait a few days and readminister the test to that student.

_____9. SCORING: A test booklet marked "Scoring Key" is included in the packet of materials for this level. Using the key as a guide, place a check beside each correct answer in the student's test booklet. Count and record the number of correct items, for each subtest.

The ITBS does not have Reading Total percentile scores available for grades 1 and 2. For that reason, grade equivalent scores must be used to identify Title I students. Following the steps below will allow you to get an ITBS grade equivalent score from these CAT raw scores.

a. Find the students' CAT Vocabulary raw score in the first column in the table on page C-5. Write down the corresponding ITBS grade equivalent found in the right-hand column.

b. Find the CAT Comprehension score in the table on page C-6. Write down the corresponding ITBS grade equivalent.

c. Sum the two grade equivalents and divide the sum by 2. This give you the average grade equivalent score. Record the average score on the Supplemental Test Score Record.

d. Look at the table on page C-7. Find the cutoff score for the grade the student is in and the month of administration. If the students' average reading grade equivalent score is equal to or less than the cutoff score, the student is eligible for Title I.

e. Determine whether or not to serve the student.

TABLE FOR CONVERTING CAT READING VOCABULARY SCORES
TO ITBS GRADE EQUIVALENTS

| Level 1 CAT Raw Score | Level 7 ITBS Grade Equivalent |
|---|---|
| 92-113 | 4.2 |
| 91 | 3.5 |
| 90 | 3.1 |
| 88-89 | 2.9 |
| 87 | 2.8 |
| 86 | 2.7 |
| 84-85 | 2.5 |
| 82-83 | 2.4 |
| 80-81 | 2.3 |
| 79 | 2.2 |
| 77-78 | 2.1 |
| 76 | 2.0 |
| 74-75 | 1.7 |
| 73 | 1.6 |
| 70-72 | 1.5 |
| 69 | 1.3 |
| 63-68 | 1.1 |
| 55-67 | 0.9 |
| 50-54 | 0.7 |
| 48-49 | 0.5 |
| 28-47 | 0.3 |
| 18-27 | 0.1 |
| 0-17 | <0.1 |

TABLE FOR CONVERTING CAT READING COMPREHENSION SCORES
TO ITBS GRADE EQUIVALENTS

| Level 1 CAT Raw Score | Level 7 ITBS Grade Equivalent |
|---|---|
| 24 | 4.2 |
| 22-23 | 3.7 |
| 20-21 | 3.4 |
| 19 | 3.0 |
| 17-18 | 2.9 |
| 15-16 | 2.8 |
| 14 | 2.6 |
| 13 | 2.4 |
| 11-12 | 2.2 |
| 10 | 2.1 |
| 9 | 2.0 |
| 8 | 1.8 |
| 7 | 1.6 |
| 6 | 1.4 |
| 5 | 1.1 |
| 4 | 0.8 |
| 3 | 0.6 |
| 2 | 0.5 |
| 0-1 | <0.1 |

# TABLE FOR DETERMINING TITLE I ELIGIBILITY

First and second grade students are eligible for Title I instruction if their ITBS average reading grade equivalent scores are at or below the tabled value for the grade and month of administration.

| Grade | Month of Test | Cutoff Score |
|---|---|---|
| 1 | January | 1.2 |
| | February | 1.3 |
| | March | 1.4 |
| | April | 1.5 |
| | May | 1.6 |
| 2 | September | 1.8 |
| | October | 1.9 |
| | November | 2.0 |
| | December | 2.1 |
| | January | 2.2 |
| | February | 2.3 |
| | March | 2.4 |
| | April | 2.5 |
| | May | 2.6 |

# Appendix D: DIRECTIONS FOR ADMINISTERING THE... CAT LEVEL 2

Who should be given this test?

1. All nonexempt third graders without spring, 1980, average reading grade equivalent scores.

2. All nonexempt fourth graders without spring, 1980, reading total percentile scores.

What subtests must be given?

Reading Vocabulary and Reading Comprehension. A Reading Total score is required to determine Title I eligibility.

What norms should be used?

| Grade | Month of Testing | Norms on Pages... |
|---|---|---|
| 3 | Sept. - May | D-5 and D-7 |
| 4 | Sept. - Nov.<br>Dec. - Feb.<br>Mar. - May | D-8 and D-9 |

What will be done with the scores?

Average reading grade equivalent scores and reading total percentile are used to determine Title I eligibility. Record the test results on the Supplemental Test Score Report.

**********
* *Additional testing materials can be obtained from David* *
* *Doss (458-1228).* *
**********

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## TEACHER CHECKLIST -- LEVEL 2

Students in grades 3 and 4 should be given the Reading Section fo the CAT level 2.

### BEFORE TESTING

_____1. READ THESE INSTRUCTIONS: This memo provides an overview of what must be done.

_____2. READ THE TEST MANUAL: Reading the test manual allows you to become familiar with this particular test and helps you discover questions concerning the test procedure before the actual testing session. It is not necessary to read the entire manual, but pages 11-14, 18-24 must be closely read and thoroughly understood.

_____3. DETERMINE WHEN AND WHERE TESTS ARE TO BE ADMINISTERED: According to the manual, the administration of the Reading Section takes approximately 70 minutes.

a. 20 minutes for preliminary activities: completing identifying data on test booklets and general directions for testing.

b. 20 minutes for the Vocabulary subtest.

c. 30 minutes for the Reading Comprehension subtests.

The time and place of the testing is up to the discretion of the teacher and the principal.

_____4. PREPARE STUDENTS FOR TESTING: In preparing the students for testing, keep the following points in mind.

a. Test results are used to help school staffs in planning and evaluating programs; they are not used to determine grades.

b. Few students can correctly answer all or even most of the questions on these tests. The important thing is for each student to show the schools those questions for which the student does know the correct answer.

c. Don't overly emphasize the seriousness of taking the test, but don't belittle the test either. Teacher attitude is critical; if teachers take the tests seriously, it is more likely that students will try their best.

d. The students should answer all questions on the tests even if they are not sure of the answer. This, of course, does not mean that they should answer the test questions randomly, but they should indicate their best guess as to the answer when they are not sure.

e. Remind students to bring two no. 2 pencils.

_____5. REVIEW THE TEST MANUAL PRIOR TO ADMINISTERING THE TEST:

THE DAY OF TESTING

_____6. MATERIALS NECESSARY FOR ADMINISTRATION:

___a. Sufficient test booklets.
___b. Extra no. 2 pencils.
___c. A stop watch or other timepiece with a second hand.
___d. Scratch paper (for the Comprehension subtest).
___e. Sign for your door reading "TESTING, DO NOT DISTRUB."

_____7. COMPLETING STUDENT DATA ON TEST BOOKLETS: Supervise the students as they record the following information on the back of their test booklets:

___a. Name.
___b. Grade.
___c. Teacher's name.
___d. Test date.

_____8. ADMINISTRATION: Administer the tests following the directions on pages 19-24 of the manual. When administering the tests, remember:

a. You may repeat pretest instructions or rephrase instructions if necessary to insure that students understand what is to be done. (How to mark the booklet, etc.).

b. You may not rephrase the test questions, explain what a word in a test question means, etc. (Otherwise, the percentile scores will not correctly indicate student achievement levels).

c. Allow students exactly the time prescribed.

d. Take note during the testing periods of any abnormal student behaviors which may invalidate the student's test scores. Wait a few days and readminister the test to that student.

9. SCORING: A test booklet marked "Scoring Key" is included in the packet of materials for this level. Using the key as a guide, place a check beside each correct answer in the student's test booklet. Count the number of correct items and record the results on the test booklet. Follow the instructions below to get the correct scale score.

Third Grade: ITBS average reading grade equivalent scores are used to determine Title I eligibility at this grade. To get the students' grade equivalent score, follow the steps below.

a. Find the students' CAT vocabulary raw score in the left-hand column in the table on page D-5 . Write down the corresponding ITBS grade equivalent found in the right-hand column.

b. Find the CAT Comprehension raw score in the table on page D-6 . Write down the corresponding ITBS grade equivalent.

c. Sum the two grade equivalent scores and divide the sum by 2. This gives you the students' average reading grade equivalent score. Record the score on the Supplemental Test Score Record.

d. Look at the table on page D-7 . Find the cutoff score for the correct grade and test date. If the students' average reading grade equivalent score is equal to or less than the cutoff score, the student is eligible for Title I.

e. Determine whether or not to serve the student.

Fourth grade: Level 8 of the ITBS, which is given at the end of the third grade, has Reading Total percentile scores. These scores are used for selecting Title I students at the fourth grade. To get a students' ITBS Reading Total percentile score, follow the steps below.

a. Sum the CAT Vocabulary and Comprehension raw scores.

b. Find the CAT total score in the table on page D-8.

c. Locate the correct percentile for the date of testing in the columns to the right of the raw score. Record the percentile score on the Supplemental Test Score Record.

d. Determine whether or not to serve the student

TABLE OF CONVERTING CAT READING VOCABULARY SCORES
TO ITBS GRADE EQUIVALENTS

| Level 2 CAT Raw Score | Level 8 ITBS Grade Equivalent |
|---|---|
| 40 | 5.4 |
| 39 | 4.3 |
| 38 | 3.9 |
| 37 | 3.5 |
| 36 | 3.3 |
| 35 | 3.0 |
| 34 | 2.9 |
| 33 | 2.7 |
| 32 | 2.6 |
| 31 | 2.4 |
| 30 | 2.3 |
| 29 | 2.1 |
| 28 | 2.0 |
| 26-27 | 1.8 |
| 24-25 | 1.7 |
| 23 | 1.5 |
| 22 | 1.3 |
| 19-21 | 1.1 |
| 17-18 | 0.9 |
| 13-16 | 0.8 |
| 11-12 | 0.6 |
| 8-10 | 0.4 |
| 4-6 | 0.3 |
| 0-3 | <0.3 |

TABLE OF CONVERTING CAT READING COMPREHENSION SCORES
TO ITBS GRADE EQUIVALENTS

| Level 2 CAT Raw Score | Level 8 ITBS Grade Equivalent |
|---|---|
| 45 | 6.8 |
| 44 | 6.2 |
| 43 | 5.7 |
| 42 | 4.9 |
| 41 | 4.4 |
| 40 | 4.2 |
| 39 | 4.0 |
| 38 | 3.9 |
| 37 | 3.8 |
| 36 | 3.6 |
| 35 | 3.4 |
| 34 | 3.2 |
| 32-33 | 3.1 |
| 31 | 3.0 |
| 30 | 2.9 |
| 28-29 | 2.8 |
| 27 | 2.7 |
| 24-26 | 2.6 |
| 22-23 | 2.4 |
| 20-21 | 2.3 |
| 18-19 | 2.2 |
| 16-17 | 2.1 |
| 15 | 2.0 |
| 14 | 1.9 |
| 13 | 1.8 |
| 12 | 1.7 |
| 10-11 | 1.5 |
| 9 | 1.4 |
| 8 | 1.2 |
| 7 | 0.9 |
| 6 | 0.5 |
| 5 | 0.4 |
| 4 | 0.3 |
| 3 | 0.2 |
| 0-2 | <0.2 |

## TABLE FOR DETERMINING TITLE I ELIGIBILITY

Third grade students are eligible for Title I instruction if their average reading grade equivalent scores are at or below the tabled value for the grade and month of administration.

| Grade | Month of Test | Cutoff Score |
|---|---|---|
| 3 | September | 2.8 |
| | October | 2.9 |
| | November | 3.0 |
| | December | 3.1 |
| | January | 3.2 |
| | February | 3.3 |
| | March | 3.4 |
| | April | 3.5 |
| | May | 3.6 |

# Appendix E: DIRECTIONS FOR ADMINISTERING THE... CAT LEVEL 3

## Who should be given this test?

All nonexempt fifth and sixth graders without spring, 1980, reading total percentile scores.

## What subtests must be given?

Reading Vocabulary and Reading Comprehension. A Reading Total score is required to determine Title I eligibility.

## What norms should be used?

| Grade | Month of Testing | Norms on Page... |
|---|---|---|
| 5 | Sept. - May | E-5 |
| 6 | Sept. - May | E-6 |

## What will be done with scores?

The Reading Total scores is used to determine Title I eligibility. Record the test results on the Supplemental Test Score Report.

**********
* *Additional testing materials can be obtained from David Doss* *
* *(458-1228).* *
**********

# TEACHER CHECKLIST -- LEVEL 3

Students in grades 5 and 6 should be given the Reading Section of the CAT level 3.

## BEFORE TESTING

_____1. READ THESE INSTRUCTIONS: This memo provides an overview of what must be done.

_____2. READ THE TEST MANUAL: Reading the test manual allows you to become familiar with this particular test and helps you discover questions concerning the test procedure before the actual testing session. It is not necessary to read the entire manual, but pages 10-14, 15-20 must be closely read and thoroughly understood.

_____3. DETERMINE WHEN AND WHERE TESTS ARE TO BE ADMINISTERED: According to the manual, the administration of the Reading Section takes approximately 73 minutes.

a. 20 minutes for preliminary activities: completing identifying data on test booklets and general directions for testing.

b. 15 minutes for the Vocabulary subtest.

c. 38 minutes for the Reading Comprehension subtest.

The time and place of the testing is up to the discretion of the teacher and the principal.

_____4. PREPARE STUDENTS FOR TESTING: In preparing the students for testing, keep the following points in mind.

a. Test results are used to help school staffs in planning and evaluating programs; they are not used to determine grades.

b. Few students can correctly answer all or even most of the questions on these tests. The important thing is for each student to show the schools those questions for which the student does know the correct answer.

c. Don't overly emphasize the seriousness of taking the test, but don't belittle the test either. Teacher attitude is critical; if teachers take the tests seriously, it is more likely that students will try their best.

d. The students should answer all questions on the tests even if they are not sure of the answer. This, of course, does not mean that they should answer the test questions randomly, but they should indicate their best guess as to the answer when they are not sure.

e. Remind students to bring two no. 2 pencils.

_____5. REVIEW THE TEST MANUAL PRIOR TO ADMINISTERING THE TEST:

THE DAY OF TESTING

_____6. MATERIALS NECESSARY FOR ADMINISTRATION:

___a. Sufficient test booklets.
___b. Extra no. 2 pencils.
___c. A stop watch or other timepiece with a second hand.
___d. Scratch paper (for the Comprehension subtest).
___e. Sign for your door reading "TESTING, DO NOT DISTRUB."

_____7. COMPLETING STUDENT DATA ON TEST BOOKLETS: Supervise the students as they record the following information on the back of their test booklets:

___a. Name.
___b. Grade.
___c. Teacher's name.
___d. Test date.

_____8. ADMINISTRATION: Administer the tests following the directions on pages 15-20 of the manual. When administering the tests, remember:

a. You may repeat pretest instructions or rephrase instructions if necessary to insure that students understand what is to be done. (How to mark the booklet, etc.).

b. You may not rephrase the test questions, explain what a word in a test question means, etc. (Otherwise, the percentile scores will not correctly indicate student achievement levels).

c. Allow students exactly the time prescribed.

d. Take not during the testing periods of any abnormal student behaviors which may invalidate the student's test scores. Wait a few days and readminister the test to that student.

80.12 9. An answer sheet marked "Scoring Key" is included in the packet of materials for this level. Use this key to score the subtests. First, check the answer sheet for "double bubbles," item with more than one answer marked. These items are wrong. Place the key over the answer sheet and count the number of correct items.

Fifth grade:

a. Find the CAT total score in the table on page E- .

b. Locate the correct percentile for the date of testing in the columns to the right of the raw score. Record the percentile score on the Supplemental Test Score Record.

c. Determine whether or not to serve the student.

Sixth grade:

a. Find the CAT total score in the table on page E- .

b. Locate the correct percentile for the date of testing in the columns to the right of the raw score. Record the percentile score on the Supplemental Test Score Record.

c. Determine whether or not to serve the student.

# CAT TO ITBS CONVERSION

## Grade 4

| CAT Reading Total Raw Score | ITBS Reading Total Percentile | | |
|---|---|---|---|
| | Sept.-Nov. | Dec.-Feb. | March-May |
| 77-85 | >40 | >40 | >40 |
| 76 | >40 | >40 | 39 |
| 75 | >40 | 39 | 36 |
| 74 | >40 | 37 | 32 |
| 73 | 39 | 35 | 30 |
| 72 | 37 | 32 | 25 |
| 71 | 35 | 30 | 22-24 |
| 70 | 32 | 25 | 18 |
| 69 | 30 | 22-24 | 16 |
| 68 | 27-29 | 21 | 15 |
| 67 | 25 | 18 | 13,14 |
| 66 | 22-24 | 17 | 12 |
| 65 | 21 | 16 | 12 |
| 64 | 19,20 | 15 | 12 |
| 63 | 18 | 13,14 | 12 |
| 62 | 17 | 12 | 11 |
| 61 | 16 | 12 | 11 |
| 60 | 15 | 12 | 11 |
| 59 | 13,14 | 12 | 11 |
| 58 | 13,14 | 12 | 11 |
| 57 | 12 | 11 | 10 |
| 56 | 12 | 11 | 10 |
| 55 | 12 | 11 | 9 |
| 54 | 12 | 11 | 9 |
| 53 | 12 | 11 | 8 |
| 52 | 12 | 11 | 8 |
| 51 | 11 | 10 | 8 |
| 50 | 11 | 9 | 8 |
| 49 | 11 | 9 | 7 |
| 48 | 11 | 8 | 7 |
| 47 | 10 | 8 | 7 |
| 46 | 9 | 8 | 7 |
| 45 | 8 | 7 | 6 |
| 44 | 8 | 7 | 6 |
| 43 | 7 | 7 | 6 |
| 42 | 7 | 6 | 5 |
| 41 | 7 | 6 | 5 |
| 40 | 6 | 6 | 5 |
| 39 | 6 | 5 | 5 |
| 38 | 5 | 5 | 5 |
| 37 | 5 | 5 | 4 |
| 36 | 5 | 5 | 4 |
| 35 | 5 | 4 | 4 |
| 34 | 4 | 4 | 4 |
| 33 | 4 | 4 | 4 |
| 32 | 4 | 4 | 3 |
| 31 | 4 | 4 | 3 |



Continued.

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# CAT TO ITBS CONVERSION

## Grade 4

| CAT Reading Total Raw Score | ITBS Reading Total Percentile | | |
|---|---|---|---|
| | Sept.-Nov. | Dec.-Feb. | March-May |
| 30 | 4 | 3 | 3 |
| 29 | 3 | 3 | 3 |
| 28 | 3 | 3 | 3 |
| 27 | 3 | 3 | 3 |
| 26 | 3 | 3 | 1 |
| 25 | 3 | 1 | 1 |
| 0-24 | 1 | 1 | 1 |

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# CAT TO ITBS CONVERSION

## Grade 5

| CAT Reading Total Raw Score | ITBS Reading Total Percentile | | |
|---|---|---|---|
| | Sept.-Nov. | Dec.-Feb. | March-May |
| 52-82 | >40 | >40 | >40 |
| 51 | >40 | >40 | 33-38 |
| 50 | >40 | >40 | 32 |
| 49 | >40 | >40 | 32 |
| 48 | >40 | 33-38 | 31 |
| 47 | >40 | 32 | 27 |
| 46 | >40 | 32 | 25 |
| 45 | 39,40 | 31 | 24 |
| 44 | 32 | 27 | 22 |
| 43 | 32 | 25 | 20 |
| 42 | 31 | 23 | 20 |
| 41 | 27 | 21 | 20 |
| 40 | 25 | 20 | 20 |
| 39 | 23 | 20 | 16 |
| 38 | 21 | 20 | 16 |
| 37 | 20 | 17-19 | 15 |
| 36 | 20 | 16 | 13 |
| 35 | 20 | 15 | 12 |
| 34 | 17-19 | 14 | 11 |
| 33 | 16 | 12 | 10 |
| 32 | 15 | 11 | 10 |
| 31 | 13 | 10 | 8,9 |
| 30 | 12 | 10 | 7 |
| 29 | 10 | 10 | 7 |
| 28 | 10 | 7 | 7 |
| 27 | 10 | 7 | 6 |
| 26 | 7 | 7 | 6 |
| 25 | 7 | 6 | 5 |
| 24 | 7 | 6 | 3,4 |
| 23 | 6 | 5 | 2 |
| 22 | 5 | 3.4 | 2 |
| 21 | 3,4 | 2 | 2 |
| 20 | 2 | 2 | 1 |
| 19 | 2 | 1 | 1 |
| 18 | 2 | 1 | 1 |
| 17 | 1 | 1 | 1 |
| 16 | 1 | 1 | 1 |
| 15 | 1 | 1 | 1 |
| 0-14 | 1 | 1 | 1 |

# CAT TO ITBS CONVERSION

## Grade 6

| CAT Reading Total Raw Score | ITBS Reading Total Percentile | | |
|---|---|---|---|
| | Sept.-Nov. | Dec.-Feb. | March-May |
| 59-82 | >40 | >40 | >40 |
| 58 | >40 | >40 | 39 |
| 57 | >40 | >40 | 33-37 |
| 56 | >40 | 39 | 30 |
| 55 | >40 | 38 | 29 |
| 54 | 40 | 31,32 | 27 |
| 53 | 38 | 29 | 25 |
| 52 | 31,32 | 28 | 24 |
| 51 | 30 | 26 | 23 |
| 50 | 27 | 24 | 22 |
| 49 | 26 | 23 | 20,21 |
| 48 | 24 | 23 | 19 |
| 47 | 23 | 20,21 | 16-18 |
| 46 | 23 | 19 | 14,15 |
| 45 | 22 | 19 | 13 |
| 44 | 19 | 14,15 | 13 |
| 43 | 16-18 | 13 | 13 |
| 42 | 14,15 | 13 | 11 |
| 41 | 13 | 12 | 10 |
| 40 | 13 | 11 | 9 |
| 39 | 12 | 10 | 8 |
| 38 | 11 | 8 | 7 |
| 37 | 9 | 7 | 7 |
| 36 | 8 | 7 | 7 |
| 35 | 7 | 7 | 6 |
| 34 | 7 | 7 | 6 |
| 33 | 7 | 6 | 5 |
| 32 | 6 | 6 | 5 |
| 31 | 6 | 5 | 4 |
| 30 | 5 | 5 | 4 |
| 29 | 5 | 4 | 3 |
| 28 | 4 | 4 | 3 |
| 27 | 4 | 3 | 3 |
| 26 | 3 | 3 | 3 |
| 25 | 3 | 3 | 3 |
| 24 | 3 | 3 | 3 |
| 23 | 3 | 3 | 3 |
| 22 | 3 | 3 | 2 |
| 21 | 2 | 2 | 2 |
| 20 | 2 | 2 | 1 |
| 19 | 1 | 1 | 1 |
| 18 | 1 | 1 | 1 |
| 17 | 1 | 1 | 1 |
| 0-16 | 1 | 1 | 1 |

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# SUPPLEMENTARY TEST SCORE RECORD

## KINDERGARTEN

| Name | Test Date | Total Raw Score |
|---|---|---|
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# SUPPLEMENTARY TEST SCORE RECORD

## FIRST GRADE

| Name | Test Date | Pre-Reading Composite Raw Score |
|---|---|---|
| | | |
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# SUPPLEMENTARY TEST SCORE RECORD

GRADE 2

| Name | Source of Score | | Test Date | ITBS Average Reading Grade Equivalent Score |
|---|---|---|---|---|
| | Microfiche | Test | | |
| | | | | |
| | | | | |
| | |

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# SUPPLEMENTARY TEST SCORE RECORD

## GRADE 3

| Name | Source of Score | | Test Date | ITBS Average Reading Grade Equivalent Score |
|---|---|---|---|---|
| | Microfiche | Test | | |
| | | | | |
| | | | | |
| | |

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# SUPPLEMENTARY TEST SCORE RECORD

## GRADE 4

| Name | Source of Score | | Test Date | ITBS Reading Total Percentile |
|---|---|---|---|---|
| | Microfiche | Test | | |
| | | | | |
| | | | | |
| | |

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# SUPPLEMENTARY TEST SCORE RECORD

GRADE 5

| Name | Source of Score | | Test Date | ITBS Reading Total Percentile |
|---|---|---|---|---|
| | Microfiche | Test | | |
| | | | | |
| | | | | |
| | |

80.12

# SUPPLEMENTARY TEST SCORE RECORD

## GRADE 6

| Name | Source of Score | | Test Date | ITBS Reading Total Percentile |
|---|---|---|---|---|
| | Microfiche | Test | | |
| | | | | |
| | | | | |
| | |